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Staff Use of Institutional Repositories for Academic Purposes in Nigerian University Libraries: the Librarians' Perspective.

Abstract

This empirical work studied the use of institutional repositories in Nigerian university libraries. Three specific objectives and research questions were formulated to guide the study which were the extent of use of institutional repositories by staff in the two university libraries; the problems affecting the use of institutional repositories in the university libraries; and the strategies for improving on the challenges of using institutional repositories in the two Nigerian university libraries. A descriptive survey research design was adopted for the study. Out of 5000 thousand population of the study, 300 staff was selected using stratified and multi stage sampling techniques. Structured questionnaire was used for gathering data and the data gathered was analyzed using mean, tables and frequency counts. From the findings it was discovered that the most used or accessed materials in the institutional repositories by staff are journal articles, theses and dissertations, books, faculty and departmental journals and book chapters. These among others are some of the problems of using institutional repositories by staff in the two university libraries. It (institutional repositories) have not been user friendly, there is also inadequate training to researchers on how to use the repository, power outage, members of the academic community are not properly sensitized on the institutional repositories. It was recommended that there is need to make the institutional repositories user friendly by using familiar keywords and metadata while developing their contents and that librarian should market the institutional repository contents to staff and other researchers so as to know what they have to access and use them for their studies and research.

Keywords: Institutional Repositories, Academic Libraries, Open Access Initiatives, Librarians, Scholarly Communication.

Introductions

Any limitation of access, whether deliberate or accidental, will reduce the ability of the libraries to fully achieve their primary role of meeting the library and information needs of the community they are serving. No university can exist without a library since the university is established to promote teaching and research for undergraduates, post graduates, teaching staff,

research fellows and for community development services (Ugwuona, 2012). University library is established to support the objectives of the university to promote teaching, learning and research, the libraries had to develop and maintain standard books, journals, audio-visual and online resource. For a university library to perform its several functions, its collection must not only include books but other materials such as general and specialized reference collections, made up of journals, newspapers, manuscripts, historical maps, government publications, clippings, letters, thesis, audio-visual materials, online databases and the institution local contents (institutional repository) (Ekere, 2014). An institutional repository is a set of services offered by a university or group of universities to members of its community for the management and dissemination of scholarly materials in digital format created by the institution and its community members, such as e-prints, technical reports, dissertations, data sets and teaching materials.

An institutional repository is a set of services offered by a university or group of universities to members of its community for the management and dissemination of scholarly materials in digital format created by the institution and its community members, such as e-prints, technical reports, dissertations, data sets and teaching materials (Markey, 2013). It is a means for institutions to manage the digital scholarship their communities produce, maximize access to research outputs both before and after publication and also to increase the visibility and academic prestige of both the institution and the authors (Ashworth, 2010). Pickton and Barwick, (2013) grouped the uses and benefit of institutional repository into three categories namely: the specific to the university, specific to the author or writer and to the community and the society in general. The importance of institutional repository generally is as follows: it increases the institution's visibility and prestige; it is a medium of centralized and for storage of

all types of institutional output, including unpublished literature; it supports teaching, learning and research; institutional repository is a channel for scholarly communication, management and storage of learning materials, electronic publications and research collections.

Clearly, technology has made it easy to create, store and access digital materials and in response to the above mentioned conditions, academic libraries mostly use a research project titled DSpace to build a stable and sustainable long-term digital storage repository that provide an opportunity to explore issues surrounding access control, rights management, retrieval, community feedback and flexible publishing capabilities (DSpace project, 2012). Librarians can now create, store, repackage and build institutional repositories mainly thesis and dissertations, inaugural lectures, convocation speeches, staff publications, institutional reports and statistical reports and make them accessible for users and researchers. Librarians being the matchmaker between the institutional repositories and the users have strong roles to play and the roles should be geared towards making the institutional repository accessible and known to the users. They have to create awareness and market the institutional repository through seminars, outreaches, user education, indexing and abstracting, current awareness services, selection dissemination of information, information brokerange and so on. Librarians through these media can market and inculcate the importance of institutional repositories and the benefits of using them for teaching, learning and most importantly for research purposes.

Statement of the Problem

Institutional repositories are part of a growing effort to reform scholarly communication and break the monopoly of journal publishers by reasserting institutional control over the results of scholarship. Institutional repositories if properly developed advances a surprising number of goals, and addresses an impressive range of needs. Institutional repositories

have the same advantages as other types of author self-archiving: global accessibility, increased speed of dissemination and potentially reduced subscription charges for institutions. Institutional repositories provide open access to institutional research output by self-archiving it creates global visibility for an institution's scholarly research by collating the content in a single location. It could be used for various purposes such as to locate current information, publish academic works, and downloading resources from the web. Academics use IRS as resources to support classroom teaching and research. Estall, & Stephen, (2011) stated that digital publishing expands the amount of worthy research that can be made available for review; in this way institutional repository is used as a venue for greater proportion of researchers to register their works in a reorganized forum. It opens up the outputs of the university to the world maximizes the visibility and impact of these outputs as a result. Academic activities will be facilitated with the aid of institutional repositories. It will expand the range of knowledge that academics have before consulting the institutional repositories and provide opportunity to simplify and extend dissemination.

With the poor organization of institutional repositories for use, may lead to retard growth in research, scholarly communication, academic collaboration, strategic alliances, teaching and learning. The local content of the institution will not be open to the world to use; the world will not see the visibility and impact of the institution's outputs. Despite the numerous uses of institutional repositories for academic and research purposes, libraries and librarians seems to have not made the repositories readily available and create awareness on the existence and use in their various libraries. This is what the study seems to find out the extent of use of institutional repositories for academic purposes in Nigerian universities: Librarian's perspective.

Research Question

1. What is the extent of use of institutional repositories by staff in the university libraries?
2. What are the problems affecting the use of institutional repositories in the two university libraries?
3. What are the strategies for enhancing the use of institutional repositories in the two university libraries?

Significance of the Study

The findings of this work will be of immense benefit to the institution and library management, staff, students, other researchers, and the society at large. One objective of this work is to find out the extent of use of institutional repositories by staff, the findings will add value to their work, hit counts on papers, personalized publication lists and citation analyses. The findings of this work will help students to familiarize themselves with online works or texts available in the library, how to access them and utilize it in their academic pursuit and scholarly research works. Researchers working on similar topics will find this work important as it will help them know what has been done and provide reference and materials for the further studies.

Scope of the Study

The study is limited to two Nigerian university libraries. The population scope of the study covers staff in the two universities while the content scope is the use of institutional repositories for academic purposes in Nigerian universities: librarian's perspective.

Review of Related Literature

A university library is an indispensable part of the university and university education; it works like an axis of all educational and research activities in all disciplines. Since the rise of universities, the university library has always held a central position as the heart of an institution—both symbolically and in terms of its physical placement Freeman (2012). Ikenwe

and Adegbilero (2014) had it that, the university library is a repository of knowledge and a dynamic social institution, an indispensable resource centre for reliable information and meant to preserve the recorded knowledge of man for use. Attama and Ezema (2011) added that the main purpose of any university library is to care of the readers through the collection, organization, preservation and creation of access to take information resources to users. According to Mason (2010), university libraries have the mission to build and maintain a collection that will support and enhance the instructional needs of the institution. He also supported other researchers that university libraries are to provide access to all sources of information in different formats (institutional repositories inclusive).

The institutional repository concept was born out of competition for who is going to be responsible for dissemination of an institution's intellectual product through the Internet. Individual institutions felt that the competitor in this instance was pre-print archive movement controlled by several well-funded or subscription-based groups, associations, and institutions serving a variety of disciplines, (Research Information Network 2013). University based institutional repositories manage, disseminate, and pre-serve where appropriate, digital materials created by the institution and its community members. They also organize and access these materials, (Lynch, 2011). A survey conducted by the Coalition for Networked Information (CNI) found that research libraries have taken on a leadership role in both policy formulation and operational deployment roles for institutional repositories at research universities (United States Higher Education Institutions, 2010). Institutional repository can be any collection of digital material hosted, owned or controlled, or disseminated by a college or university, irrespective of purpose or provenance (Pinfield, 2012). The content of an institutional repository is institutionally defined, Scholarly, Cumulative and perpetual, Open and interoperable. It is a

digital archive of the intellectual product created by the faculty, research staff, and students of an institution and accessible to end users both within and outside of the institution, with few if any barriers to access. The libraries' role towards build up in institutional repositories is articulated as follows (Crow, 2008): Academic libraries have the responsibility for managing and archiving all printed materials in IRs. Library program and budgets will have to support faculty open access publishing activities. To the organizational imperatives to invest in the future, institutional repositories offer a compelling response. Libraries are to provide the document preparation ex-pertise to help authors contribute their research to institutional repositories.

Use of Institutional Repositories for Academic Purposes

In developing institutional repositories, academic libraries, and proponents of the open access movements who have led the movement have focused on somewhat different objectives. In response to rising journal costs, particularly in science and medicine, libraries responded by cancelling subscriptions, and, as a result, researchers lost access to key material. In 2001, the Budapest Open Access Initiative published a manifesto calling for open access to peer-reviewed journal literature (Open Society Institute, 2002). This recommended two strategies:

- self-archiving of refereed journal articles in open electronic archives,
- publishing in open access journals, which publish their content freely on the Web (but may impose author charges).

As digital publishing technologies continue to evolve, forcing a fundamental change in the structure of scholarly communication, everyone connected with the process will be affected: librarians, faculty, students and practitioners, research funding agencies, and commercial and non-commercial publishers. Ochogwu was quoted in Ukwoma (2013) that availability of

resources is not coterminous with accessibility to resources, even when these resources are available, empirical evidence have shown that this does not necessarily guarantee access to such resources. Institutional repository is a veritable database for research; it is a compilation of series of scholarly research which helps to minimize plagiarism and duplication of research. Informed library users know that the content of institutional repository is more useful than most websites.

Aliyu, (2010) stated that the use of information has permeated all segments of human endeavor thus the need for information utilization by students has become very necessary to achieve their academic pursuit. Since institutional repository is globally accessible and contains scholarly works. It becomes very useful for researchers since it contains original research works. In the work of Noh, (2012) on the impact of university library resources on university library achievement output, he discovered a correlation between university resources and academic achievements. In another work (Byrd as quoted in Ukwoma, 2013) explored the relationship between the faculty medical faculty's use of the journal literature and their publishing productivity, though it was based on print resources, it was discovered that there exist a relationship between the two factors. On the relationship between access and use, Ugh cited in Oyewusi and Oyeboade (2009) stated that the more accessible information resources are, the more likely they are to be used and readers tend to use information resources that require the least effort to access.

Problems Facing the Use of Institutional Repositories in Nigerian Universities

Academic libraries face a lot of challenges in managing scholarly communication which has been discovered to be growing in geometric progression, some of these illuminated manuscripts as was pointed out by Conway as quoted in Ukwoma, (2013) last for over 1000

years but compact disc will degrade in 15 years, therefore Li and Banach (2011) opine that relatively recent development of institutional repository offers some promise in ensuring long term preservation of digital scholarship. In a similar note, Walter (2007) writes that librarians who manage their institutional repositories naturally think of how to ingest their researcher's scholarly content into the repository. The author further stated that institutional repository can be a central tool in tackling the challenge of organizing and accessing both formal and informal scholarly communications that will be generated and disseminated in digital format. Therefore institutions may have diverse reasons for using institutional repository, Christian, (2008) identified that most academics publish for the purpose of advancement in career, to collaborate with peers and to gain prestige from the works. This implies that institutional repositories could be used for various purposes such as to locate current information, publish academic works, and downloading resources from the web.

Staff unaware, misunderstanding and mistrust of the terminology libraries use while setting up the repositories thereby making it hard and unfamiliar to use also contributes to the problems associated with the use of institutional repositories in Nigerian universities because if they are not aware and on how to use them, they will not understand it and implement it effectively Wu (2012). Many faculties are unaware of the existence of the institutional repository (Lawal, 2002). Some institutional repositories are loaded with online and digitized resources while information seekers do not know about them. In some of the first generation universities in Nigeria, digitization is taking place in many of their libraries and library information networks established with connectivity through the university campus network to the Internet. Some Nigerian university campuses are now jam-packed with information technology facilities.

Strategies for enhancing the Use of Institutional Repositories

Libraries can educate the faculty on the importance of open access for global sharing of scholarship with enhanced visibility of the authors and institutions. They can also be marketing specialist to popularize the institutional repository. There should be a paradigm shift of libraries from the traditional role to a more practical and enriched institutional landscapes (Crow, 2008) This implies that libraries should move beyond a custodian role to contributing to the evolution of scholarly communication. Their roles are indispensable because institutional repository is meant to promote the research activities of any institution and enhance its visibility. Librarians should be part of this project because they are experienced in selecting, describing and storing of information content. In the light of this, it is unfortunate that most institutions in Nigeria, that are building institutional repositories shift most of the project of ICT centers alone, forgetting that librarians are in a better position to give expert advice concerning the content of the institutional repository. Similarly, Genoni (2013) writes that the academic should be sensitized on the importance of institutional repository and its indispensability on their academic pursuit and scholarly publication. Most institutional repositories are built on a system of self-archiving, which entails the producers adding items to the repository and creating the necessary metadata. It would be wise however that librarian sensitize lecturers on the importance of institutional repository. Librarians should organize seminar and workshop to tell and teach academic staff about their repositories and how to access them. Obviously, it will help them a lot in their academic pursuit, teaching and research.

Librarians are the library's eyes and ears; they understand users' needs and perceptions. They know what's working and what's not. When they act as subject selectors, they are the library's primary liaison with faculty in their subject areas and its most visible

representatives. They know how to help, inform, persuade, and teach users. For an institutional repository to succeed, it is essential that they should be involved in its planning, implementation, and operation.” So librarians have critical roles to play in both establishing and maintaining an institutional repository through:

Advocacy: Librarians need to know all about the institutional repository, its principles, benefits and operational processes in order to promote it and act as ‘institutional repository evangelists’ (Ashworth 2011). Librarians will need to develop advocacy programs, publicize institutional repository through institutional news media and respond to questions by the stakeholders. Building content: Librarians can employ advocacy and marketing strategies to promote engagement with faculty members and help to generate content. They can also assist by proactively searching for content independently. Collection administrators and metadata specialists: Librarians have potential roles as collection administrators and metadata specialists. For effective implementation of institutional repository, libraries will need to recruit or train librarians with digital collection management and provide a mediated deposit service for reluctant ‘self-archives’. Training: Librarians should be able to train staff and students to use the institutional repository and help them prepare their digital products.

Theoretical Framework

Technology Acceptance Model Developed by Davis (1989)

The Technology Acceptance Model (TAM) was developed by Davis in 1989. TAM provides an explanation on the determinants of technology acceptance that is generally capable of explaining user’s behavior. It explains the attitudinal, social, and control factors that affect Information Technology (IT) usage. He stated that usage of an information system is determined by users’

intention to use the system, which in turn is determined by users' beliefs about the system. Two kinds of salient beliefs are involved in TAM: perceived usefulness and perceived ease of use of the system. Perceived usefulness is defined as the extent to which a person believes that using the system will enhance his job performance. Perceived ease of use is defined as the extent to which a person believes that using the system will be free of effort. Although perceived usefulness has a direct effect on adoption intention, perceived ease of use which could come as a resultant effect of the users' computer self-efficacy or attitude towards the use of the system, has both a direct effect and an indirect effect on intention. This theory also explained that usefulness and perceived ease of use will have a significant impact on a user's attitude towards the use of the system which may be feelings of favorableness or unfavorableness towards the system. The implication here is that extension workers attitude towards the use of EIRs and their computer self-efficacy which respectively, reflects the perception and belief on ones capability will enhance performance and use of resources accessed electronically, via technological facilities.

The Technology Acceptance Model (TAM) is considered very useful to this study because it consciously links open access advocacy in libraries to other movements which challenge restrictions on access to information. Technology, rather than being part of a determinist discourse that will lead to the "demise" or "irrelevance" of libraries, in fact can be a realm for increased democratic participation of libraries. Librarians are using Internet technologies to expand their perceived realm of expertise, entering the domain of traditional publisher services, forging new alliances, and advocating for new directions in scholarly information access.

Research Methodology

Descriptive survey design was used for the study. The population of the study was 5000 and the sample size was 300 staff in two Nigerian university libraries using stratified and random sampling technique. Structured questionnaire was the instrument for data collection and the data collected were analyzed using mean, tables and frequency counts.

Results

Questionnaire Administration and Return Rate

The total copies of questionnaires distributed was 300, which 144 and 139 were returned from UNN (University of Nigeria Nsukka) and EBSU (Ebonyi State University Abakiliki) respectively.

Table 1 Questionnaire Distribution

INSTITUTIONS	Distribution	Return	Return rate
1. UNN	150	144	96. %
2. EBSU	150	139	92.%
TOTAL	300	283	

Research Question 1. To what extent do you use institutional repositories in the university library?

Table 2.Mean scores and standard deviation of respondents on the extent of use of institutional repositories by staff in the two university libraries.

	N=300 Mean	Std. Deviation	Ranking
1. Journal articles	4.09	1.02	1 st
2. Theses and dissertations	3.09	.97	5 th
3. Books	3.64	1.33	3 rd
4. Faculty/departmental journals	3.14	3.9	4 th
5. Book chapters	3.76	.97	2 nd
6. Inaugural lecturers	2.32	.42	7 th
7. Vice chancellors address	2.36	.55	6 th
8. Working papers	1.45	.44	12 th
9. Institutional newsletters	1.64	.51	10 th
10. Conference/seminar papers	1.73	.42	11 th
11. Conference proceedings	2.14	.79	9 th
12. Institutional annual reports	2.19	.82	8 th

Table 2 reveals that out of twelve listed information materials, journal article ranked first, followed by theses and dissertations, books, faculty and departmental journals and book chapters; hence they were acceptable with average means of 4.09, 3.76, 3.64, 3.14, 3.09

respectively while other materials such as inaugural lectures, vice chancellors address, working papers, institutional newsletters, conference/seminar papers, conference proceedings and institutional annual reports were considered rejected because their average mean scores were 2.36, 2.32, 2.19, 2.14, 1.73, 1.64, 1.45 respectively. So staff use more of the accepted items than the rejected ones.

Research Question 2

What are the problems affecting the use of institutional repositories in the two university libraries?

Table 3.Mean scores and standard deviation of respondents on the problems affecting the use of institutional repositories in the two university libraries.

	N=300		Std.	Ranking
	Mean	Deviation		
1. There is no specified copyright and intellectual property rights (IPR) contents	6.6	1.18		2 nd
2. Poor internet access is a hindrance for utilization of the institutional repositories	6.7	.95		1 st
3. The user interface are not user friendly	6.4	.95		4 th
4. Inadequate training to researchers on how to use the repository	6.3	.73		5 th
5. It lacks globally accessibility	6.2	.71		6 th

6.Epileptic power supply affect the utilization of the institutional repository	6.5	1.09	3 rd
7.Lack of awareness and understanding of the concept of institutional repository	5.3	1.25	7 th
8.Low bandwidth is a hindrance for effective utilization	5.3	1.28	8 th
9.Lack of understanding of the metadata / keywords use in the institutional repository	2.4	.79	10 th
10.Members of the academic community are not properly sensitized on the institutional repositories	4.4	.81	9 th
11.It is not relevant	2.1	.55	11 th

From the table above, it was revealed that eight items out of the eleven items which include that there is no specified copyright and intellectual property rights (IPP) contents, poor internet access, the user interface not friendly, inadequate training to researchers on how to access the contents on the repositories, lack of global accessibility, epileptic power supply, lack of awareness and understanding of the concept of institutional repository, low bandwidth hinders utilization, were accepted as problems staff encounter in accessing institutional repositories with mean scores of 6.6, 6.7, 6.4, 6.3, 6.2, 6.5, 5.3, 5.3, 4.4 while items such as lack of understanding

of the metadata/keywords use in the institutional repository, members of the academic community not properly sensitized on the institutional repositories and that it is not relevant has mean scores of 2.4, and 2.1 was considered rejected.

Research Question 3

What are the strategies for enhancing the use of institutional repositories in the two university libraries?

Table 4.Mean scores and standard deviation of respondents on the strategies for enhancing the use of institutional repositories in the university libraries.

	N= 300	Mean	Std. Deviation	Ranking
1. Functional internet access	7.1	.62		2 nd
2. There should be a constant power supply	6.9	.95		3 rd
3. Using of familiar keywords/metadata to enable access or retrieval of institutional contents by researchers	7.2	.481 st		
4. Designing a user friendly interface to enable retrieval of the documents	6.7	.96		4 th
5. Specifying the copyright and intellectual property rights for the institutional repository contents	6.5	.78		5 th

6. Marketing of institutional repository contents by librarians	6.5	.89	6 th
7. Creating more awareness on how to access and use the institutional repositories	6.5	.85	7 th 8 th
8. There should be sensitization of staff by the library management from time to time	6.4	.84	9 th
9. Organizing workshops and conferences concerning the institutional repositories	6.3	.76	

The data in table 4 revealed that all the nine items had an overall mean of 2.50 and above. They are therefore considered acceptable as effective strategies that can improve the use of institutional repositories in the libraries.

Conclusion

The purpose of this study is to determine the staff use of institutional repositories in Nigerian university libraries. This purpose was broken down into three specific objectives to achieve the intended results. The materials in the institutional repositories mostly accessed by staff were journal articles, theses and dissertations, books, faculty and departmental journals and book chapter as revealed by the findings in the first research question. Based on the findings, it was recommended that librarians should market the institutional repository contents to staff and even to the general public. There is also need to make institutional repositories user friendly by using familiar keywords and metadata while developing its contents. University management should try to encourage and give credit to local publications which will motivate staff to use the

contents in the institutional repository. Workshops, conferences and seminar should be organized from time to time to sensitize academics on what the library has for them and possible ways of accessing them. A university library is an indispensable part of the university and university education; it works like an axis of all educational and research activities in all disciplines. Institutional repositories are veritable resources for achieving this goal, it is pertinent therefore for staff to be aware of it, (institutional repositories) have good understanding and attitude towards it and inculcate it to the students.

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